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Words occurring in the orations of Cicero commonly read and in the first six books of the *Aeneid* are specially marked.

The book should prove serviceable, and may well find a place on the teacher's desk.

HARRY F. SCOTT

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*The Recitation.* By GEORGE HERBERT BETTS. (The Riverside Educational Monographs.) Boston: Houghton Mifflin Co., 1911. Pp. xi+121. \$0.60.

The author first discusses three purposes of the recitation: "testing," "teaching," "drill." In the second chapter four "special forms of method" are presented: "the question-and-answer," "the topical," "the lecture," "the written recitation." Chapter iii treats of four "fundamental principles" in the art of questioning: "freedom from textbooks," "unity," "clearness," "definiteness." These are followed by "secondary principles," "of hardly less importance." The chapter on conditions necessary to a good recitation points out many details of class-management. The final chapter, on the assignment of the lesson, emphasizes the need of teachers being prepared at least one lesson in advance of their class, and then notes eight "principles governing the assignment."

The book is so simple in its thought, so definitely outlined, and so clearly written, that it will serve as a good primer on method for the inexperienced teacher unacquainted with pedagogical literature.

It must, however, be said that this book belongs to the educational literature of fifteen or twenty years ago, and has already been presented in such books as E. E. White's *The Art of Teaching* and Joseph Baldwin's *School-Management and Methods*. The editor of the Riverside Educational Monographs rightly says in his introduction to this volume, "We need a more flexible way of thinking of the recitation"; but it is much to be feared that this presentation of details already so hackneyed in educational literature will have the undesirable effect of mechanizing the recitation in the hands of the young teachers.

Two questions are suggested by this book. First: Does the teaching profession, at this stage of its development, need such a primer on methods and management? Second: Should an educational monograph treat briefly a wide range of topics, or discuss more intensively a topic of more limited scope? But this book will be popular with teachers in the elementary schools and will help many of them.

J. L. MERIAM

THE SCHOOL OF EDUCATION  
THE UNIVERSITY OF MISSOURI

*A School Chemistry.* By F. L. R. WILSON and G. W. HEDLEY. Oxford: The Clarendon Press, 1912. Pp. xix+572. 4s.6d.

"This book appears as the result of a demand for a somewhat shorter course of school chemistry than the authors' *Elementary Chemistry: Progressive Lessons in Experiment and Theory*." The latter work, which appeared in 1905, or, at least, was first used by the reviewer in that year, is probably too little known to teachers in this country. It embodies, as does the work before us, much that is best in the methods of teaching chemistry that have been developed in Britain as an outcome of